THE LITERACY MATERIALS

BULLETIN

17

Spring 1998

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

This issue of the Bulletin has a nice variety of materials including the exciting new novels written for adult learners, the autobiographical Roast Moose and Rosaries, science and math books, a fundamental level English workbook and a delightful compilation of animal videos.

An evaluation is taking place in conjunction with Bulletin 17. It is a part of our commitment to our funders, the BC Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat: Human Resources Development Canada, that we undergo some type of evaluation procedure each year. Last year we did an internal evaluation by the committee members. This year we are posting a form on First Class which we would like to see completed by as many Literacy Materials Bulletin readers as possible. For those who are not on FirstClass, but would like to complete the questionnaire, please contact Helen Thomas at the Victoria READ Society, 720 Linden Avenue, Victoria, BC, V8V 4G7, phone: (250) 388-7225 or fax: (250) 386-8330 and a copy will be sent in the mail. We would like to have all evaluations completed by September 15, 1998. The Bulletin's next editorial will report the findings from this evaluation. There are plans for a more extensive evaluation of the Literacy Materials Bulletin by the Centre for Curriculum Transfer and Technology. Our intent in this initial evaluation is to receive feedback, but not be a burden to our audience.

The Literacy Materials Committee is sad to say goodbye to Brenda Giles who has been on the committee since 1992. She has done a wonderful job of representing the learner point of view. Arlee Schmidt of Douglas College has agreed to replace her. Joyce Cameron, an instructor from Douglas College and known to many of us for her role in Learners Talking to Learners, is also joining the committee. Nancy DeLury of the College of New Caledonia has resigned from the Literacy Materials Committee because of other commitments. Debbie Booth-Johnson of the Victoria READ Society is going to replace me as a committee member and Evelyn Battell of Malaspina University-College will become the chair of the Literacy Materials Committee in September.

The committee appreciates the able assistance of two guest reviewers: Arlene Wells wrote the review for Making Connections: Literary and EAL Curriculum from a Feminist Perspective and Kim Isles, an instructor from Heiltsuk College in Waglisa, wrote part of the review for the Straight Forward Math Series.

Helen Thomas

The Literacy Materials Committee

Evelyn Battell
Malaspina University-College, Duncan
(250) 746-3500

Debbie Booth-Johnson
Victoria READ Society
(250) 727-3938

Joyce Cameron
Douglas College
(604) 527-5564

Lorrie Lane
College of the Rockies, Cranbrook
(250) 489-2751

Jan Sawyer
Okanagan University College, Salmon Arm
(250) 832-2126

Iris Strong
Malaspina University-College, Nanaimo
(250) 755-8741

Helen Thomas
Victoria READ Society
(250) 388-7225

Pauline Waterfall
Heiltsuk College, Waglisa
(250) 957-2141

Jan Weiten
Vancouver Community College, (604) 871-7503

Resource Members

Arlee Schmidt
Douglas College

Linda Mitchell
Literacy BC, Toll Free in BC
1-800-663-1293

Title:	Roast Moose and Rosaries: Fred & Mary's Story
Authors:	Fred and Mary Courtoreille with Terrance Armstrong
Publisher:	Twin Sisters Publishing Company, 1997
Available:	Twin Sisters Publishing Company, PO Box 160, Moberly Lake, BC Phone: 250-788-9754 Fax: 250-788-9347
Price:	Roast Moose and Rosaries: $16.95
ISBN:	0-9696509-3-0
Level:	independent
Reviewer:	Pauline Waterfall

Roast Moose and Rosaries

Fred and Mary Courtoreille are B.C. Salteau Cree elders whose autobiographies alternately reflect different viewpoints which are representative of the acculturation and displacement of Canadian First Nations peoples. Their juxtaposed stories depict the lives of two young people who grew up at the turn of this century.

Fred's upbringing in a traditional Cree community reveals a natural life in harmony with nature and its cycles. His story mirrors an often harsh and humble existence with a great love of the "bush" life. Mary's compelling residential convent school experiences disclose the trauma of institutional life which is typical of abuse now being divulged in recent court cases. However, there are humorous anecdotes which somehow balance the disturbing treatment of the children in the residential school. The two stories gradually mesh when the couple get married and carry on with their lives--both aware of the need to learn skills necessary to adapt to their changing worlds.

This 132-page book is appropriate reading at multi-grade levels with adaptation and extended learning activities suggested by teacher's guides which are available for fundamental and advanced levels.

However, caution must be exercised in using this with First Nations students who are still healing from residential school experiences. This part of Canada's history needs to be learned and the book is a powerful tool to this end. It offers opportunity for cross-cultural learning if used in a sensitive and guided manner. As a survivor, it conjured up unresolved issues for me which made this review challenging, but life goes on!

From *Roast Moose and Rosaries: Fred & Mary's Story* written by Fred and Mary Courtoreille with Terrance Armstrong. Reproduced by kind permission of Twin Sisters Publishing Company.

Sample Page

Right after school, the girls were all sent to the boys' hall to have a hearing. We expected the police to be there, but there was only one priest, Mother Superior, and the two sisters who were in charge of the boys and girls.

"Now boys and girls," the priest said. "You probably know why we are all here. We would like to know who broke into the dairy and made the mess down there."

At first no one spoke. The priest went on and said, "Be honest now and tell the truth." Everyone just sat there, no one said a word. "Why did you break into it?" the priest asked. Finally an eighteen year old boy called Alec spoke up.

He stood very tall and took a deep breath and said, "Father, you asked us why and I'm glad you did. Three of us boys broke in through the door and went into the dairy." We could see that Alec was very angry and his face grew red as he spoke.

"We opened it because we never have enough to eat. We never have meals like you and the sisters do. We know you eat good while us children eat food only good enough for pigs. I'm tired of that dirty bacon grease on our bread and that watery porridge with that black molasses flavour. We all saw that food in the dairy. Piles of food that we never got, and piles of butter too. This place is bad and I'm getting out of here today!"

Title:	Help Yourself: How to take advantage of your learning styles
Authors:	Gail Murphy Sonbuchner
Publisher:	New Readers Press, US Publishing Division of Laubach Literacy International, Syracuse, New York, 1991
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: Toll Free 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955
Price:	$17.25
ISBN:	0-88336-555-3
Level:	functional, independent, instructor, tutor
Reviewer:	Iris Strong

Help Yourself: How to take advantage of your learning styles

Although very few students would find it necessary to read all 158 pages of this handy reference, it is a feasible challenge. The attractive and clear format facilitates easy use. There is lots of white space, the titles are bold, and the many graphics help identify key features.

The book begins with an explanation of how to make use of it. It then has an inventory for students to respond to and find out their preferred learning style. There are six styles: reading, writing, listening, speaking, visualizing and manipulating. Doing the inventory sparks interesting discussion as students recognize their strengths and identify why some things are easier for them than others.

They then do another inventory about their work environment. Here, they respond to the elements: motivation, concentration, length of study sessions, involvement with others, level of organization, prime times, amount of noise, amount of light, amount of heat and presence of food and drink. Thinking about these factors helps them to identify exactly what their problem area is, so that they can find suitable chapters to help themselves.

Chapter titles include: *Organization and Time Management*, *Memory*, *Listening*, *Pronunciation and Accuracy in Reading*, *Reading Comprehension*, *Writing*, *Mathematics* and *Test Taking*. Within each chapter, headings are given in question form, so that learners can easily select the heading that will be helpful to them: A. What can I do if I rearrange or reverse letters when I write them? B. What are some quick ways to correct my spelling while writing? C. How can I improve my spelling? D. How can I use more interesting vocabulary in my writing? E.How can I get down on paper what I really want to say? F. How can I improve the appearance of my written work?

The appendix of helpful word lists can be useful for any learner who is practicing spelling or pronunciation. The lists include words with short vowels, long vowels, other vowel sounds, silent consonants, prefixes, roots and suffixes.

I am glad to have this resource on our shelf, and happy to know that many students enjoy using it. One learner said, "I feel that Help Yourself is a very informative book. My preference would be speaking...what better way can I improve on it other than practicing it through the help of this book, which can do wonders for my self-confidence and my desire to improve."

From *Help Yourself: How to take advantage of your learning style* by Gail Murphy Sonbuchner.
Reproduced by kind permission of New Readers Press, US Publishing Division of Laubach Literacy.

Sample Page

Eight Steps to Using This Handbook

Step 1. Read Chapter 1 and take the learning styles inventory. You'll discover your preferred learning styles and how to take advantage of them.

Step 2. Read Chapter 2 for suggestions on creating the best work environment for *you*.

Step 3. Ask yourself, "What am I having trouble with?"
Example: "I can't remember what I've studied when I get to the test."

Step 4. Turn to the Table of Contents. Find the chapter that deals with your problem area.
Example: Test Taking

Step 5. Look for a question that deals with your problem area.
Example: Question E: "What can I do when I blank out during a test?"

Step 6. Turn to the page number listed by that question.
If you haven't chosen a question, but you know the general area of the problem (test taking), turn to the first page of that chapter and:
A. Complete the checklist.
B. Choose the checked statement that is the most important to you and note the letter to the right of your check mark. Turn to the section in the chapter that begins with that letter.

Step 7. Select a strategy to try.
A. Choose a strategy that features one of your preferred learning styles in the left-hand column.

Reading Listening Visualizing

Writing Speaking Manipulating

B. Follow the directions in the center column that explain the strategy.
C. Look at the right-hand column to get more information and additional hints about that strategy.

Titles:	Astronomy: The Solar Syste; Biology: The World of Cells; Ecology: The Living Forest; Instructor's Guide
Authors:	Evelyn Battell and Kate Nonesuch
Publisher:	Open Learning Agency, 1996
Available:	Open Learning Agency, 4355 Mathissi Place, Burnaby, BC V5G 4S8 Phone: (604) 431-3210 or 1-800-663-1653 Fax: (604) 431-3381
Price:	Astronomy: The Solar System: $4.25 Ecology: The Living Forest: $4.00 Biology: The World of Cells: $3.75 Instructor's Guide: $2.75
ISBN:	0-7719-0920-9
Reviewer:	Jan Sawyer

Fundamental Level Science Books

The three science books we reviewed are materials that have been needed at the ABE Fundamental level for a long time. These workbooks give beginning adult readers an opportunity to become more familiar with the world around them. The student books range in length from 47 to 53 pages, and a 28-page instructor's guide for the series is available.

The format of these books is similar, beginning with a table of contents page followed by an introduction called *How to Learn Science*. Here suggestions are given that provide a variety of ways to discover the answers to the questions asked throughout the workbooks. These suggestions encourage group interaction and the use of other resources. The next page in each book begins with *What's in This Book?* where the area of science that will be explored is defined and a list of the activities that students will do is provided. Then the work begins!

I chose to work with the astronomy book after one of my students asked me if it was true that the earth turned and if so how. By making and using the model suggested in the text, students could see how the earth moves to give us day and night on earth. We also enjoyed the work on time zones and telephones. It was wonderful having Canadian content questions. A student from Victoria made the following comment: "Liked learning about planets and stars; liked the pictures and the discussion it generated." It was suggested by an instructor who used this unit that a teacher needs a solid knowledge of the material. Fortunately, the instructor's guide does suggest a good list of resources.

The ecology unit seemed more "user friendly" for both students and instructors. One teacher commented that the book was "wholeheartedly enjoyed" by her students. She went on to say that they used the videos and took the suggested field trip. "The worksheets that went with the videos," she wrote, "were very effective and allowed students to practice listening and observation skills, which they found very useful." I particularly liked the fact the ecology book provided a wide range of activities such as webbing, using cloze procedures, graphing, diagram labeling and classifying. I also liked the extensive information provided, the effective introduction of new vocabulary, and the clear reporting format.

The biology book is relevant and would be interesting to students. It uses activities that are fun and engaging. Unfortunately, to make full use of the book instructors need access to microscopes, something we don't always have.

These three books provide Fundamental level students an introduction to basic scientific concepts, vocabulary and information in three critical areas. Two new books in this series, Physics: On the Go and Water: A Strange Chemical, have just been released.

From *Biology: The World of Cells* written by Evelyn Battell and Kate Nonesuch. Design and illustration by Margaret Adam. Reproduced by kind permission of the BC Ministry of Advanced Education, Training and Technology.

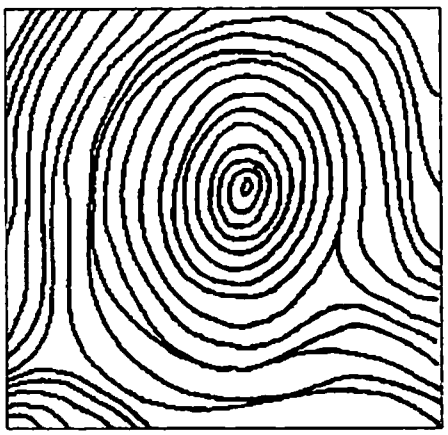
Sample Page

Investigation: Fingerprints

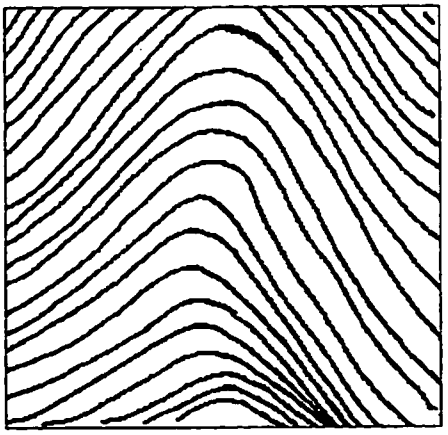
Some of your genes are responsible for making your fingerprints. Everyone in the world has different fingerprints.

➤ You are going to look at your fingerprints.

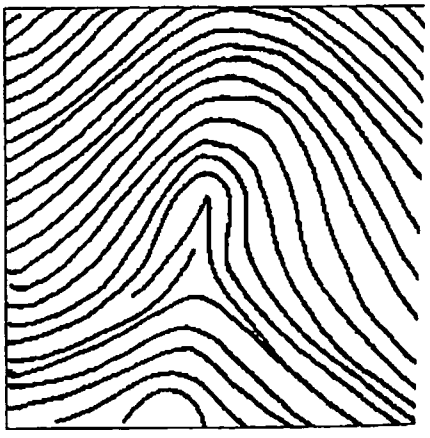
1. Use lipstick or a stamp pad to lightly colour your thumb.
2. On a clean sheet of paper, roll it smoothly once from one side to the other.
3. Do your other fingers.
4. Compare your prints to each other. Compare them to others in the class.
5. Do you mainly have type A, B or C below?
6. You may wish to invite a police expert to tell you what he or she looks for in using fingerprints to identify people.



A.



B.



C.

Titles:	Basic Fractions, Basic Decimals (plus Teacher's Guide and Answer Key for each)
Author:	Jerome D. Kaplan, Ed.D.
Publisher:	Educational Design, Inc., 1996
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: Toll Free 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955
Price:	$10.50 each workbook, teacher's guides $1.00, blackline test masters for two exams are also available
Level:	all levels
Reviewer:	Helen Thomas

Basic Fractions and Basic Decimals

These two workbooks have an effective layout with clear diagrams and good use of white space. The two column layout for exercises allows more questions per page, but still leaves the page uncluttered. The language is easily understood, but all the required vocabulary is used including denominators, LCD's and GCF's. There is also lots of practice using the signs for greater than and less than.

The explanations are effective and there are lots of examples for each new skill. First the new vocabulary or skill is introduced, then practiced with hints and then the students must complete the exercise on their own. As one instructor pointed out, "This will eliminate a lot of flipping back and trying to find help; students will get the review of the teaching as they do the problems in the first set, with hints."

Basic Decimals has over fifty pages and Basic Fractions has over one hundred pages devoted to promoting an understanding of the concepts behind these two essential components of a mathematics curriculum. The extensive work in fractions involves work on factors, divisibility and going from one denominator to another. The students' knowledge of the times tables are improving from doing this so thoroughly.

There are a variety of exercises. Some exercises teach and review vocabulary; for example, "Put a check mark before each pair of fractions that have like denominators. (Hint: Two denominators are 'like' if they are the same.)." Other exercises help with parts of the tasks; for example, "Put a check mark before the numbers that are divisible by 5."

Each chapter has word problems, but the problems are only based on the subject of the chapter. Thus at the end of the chapter on division, there are only division questions. One problem with the workbooks is that there are primarily imperial measures, although there are some examples using metres and centimetres.

All those who field tested these books said students found them useful to improve their understanding of the concepts. The teacher's guides which include answer keys must be ordered separately and, according to the guides, there are also two reproducible tests available for each book. Basic Algebra is also available and has the same effective format.

From *Basic Decimals* written by Jerome D. Kaplan, Ed.D.
Reproduced by kind permission of Educational Design, Inc.

Sample Page

Exercises on Your Own

Write the decimal for each fraction.

1. $\frac{48}{100}$ _____

2. $\frac{30}{100}$ _____

3. $\frac{1}{100}$ _____

Write the fraction for each decimal.

4. 0.81 _____

5. 0.25 _____

6. 0.06 _____
(Hint: Look at Example 4)

Write the decimal for each.

7. 8 hundredths _____

8. 17 hundredths _____

9. 69 hundredths _____

Write a decimal for each.

10. 43 of 100 _____

11. 3 of 100 _____

12. 82 of 100 _____

Solve.

11. Mike's time for the 100-meter distance was $\frac{47}{100}$ seconds faster than his time yesterday. Write this fraction as a decimal.

_____

12. It rained 6 out of 100 days. Write a decimal for the fraction of days that it rained.

_____

13. Angela shot the basket that won the game with 0.67 seconds left. Write the fraction that is the same as this decimal number.

_____

Title:	Ideas, Activities and Exercises for Fundamental Level English
Authors:	Laurie Gould and Jan Weiten
Publisher:	Vancouver Community College, 1997
Available:	Basic Education Department, Vancouver Community College, King Edward Campus, P.O. Box 24620, Station F, 1155 East Broadway, Vancouver, BC V5N 5T9 Phone: (604) 871-7369 Fax: (604) 871-7100
Price:	$17.00
ISBN:	0-7732-1712-6
Level:	all levels
Reviewer:	Lorrie Lane

Ideas, Activities and Exercises for Fundamental Level English

Ideas, Activities and Exercises is an updated, revised edition of A Guideline Curriculum for Adult Basic Education (1978). The wide range of topics in this resource covers the core skills (grammatical structures, punctuation, spelling, composition) and word analysis skills/decoding outlined for Fundamental Level English Skills in the Articulation Handbook. Numerous ideas and activities are included for each section in the table of contents. As well, there is an excellent collection of sample pages (for example, the personal letter, business letter, cover letter, resume, etc.).

The book is organized according to topic rather than level, which makes it easy to find specific exercises. There are exercises for the three levels (Beginner, Intermediate and Advanced). The font size and white space are adjusted according to the level of the exercise provided. This is demonstrated on the sample page which has exercises on "Run-on Sentences". There is more white space and a larger font size on C-23 because C-24 was written for a higher level student.

A developmental curriculum of learning outcomes is found at the front of the book. The outcomes are listed under the headings: *Decoding*, *Reading Comprehension*, and *Writing*. One instructor says she finds this is an excellent guideline for assessing progress, particularly for the beginning level.

The *Appendices* include:
1) suggestions for available, inexpensive materials for reading and writing exercises, and 2) a comprehensive bibliography divided into eight sections to cover reading, writing, spelling, vocabulary development, applied skills and professional resources.

Permission is given to photocopy any part of this book for tutorial use or use in the classroom, provided no fees are charged. I highly recommend Ideas, Activities and Exercises as a valuable resource. In fact, in our class, this is a resource that is used on a daily basis.

From *Ideas, Activities and Exercises for Fundamental Level English* written by Laurie Gould and Jan Weiten. Reproduced by kind permission of the BC Ministry of Advanced Education, Training and Technology.

Sample Page

The print on these pages is reduced to 77% of their actual size.

Run-On Sentences

Run-on sentences are a common writing problem. A run-on sentence has two or more complete thoughts put in one sentence so that the ideas 'run' together. The ideas in a run-on sentence need to have a break between them.

Example: We had better leave early in the morning the traffic may slow us down.

Here are two ways to separate the ideas.

A. Separate the ideas into two sentences:

We had better leave very early in the morning. sentence one

The traffic might slow us down. sentence two

B. Use a conjunction or semi-colon to separate the ideas.*

We had better leave early in the morning, or the traffic might slow us down.

We had better leave early in the morning because the traffic might slow us down.

We had better leave early in the morning; the traffic might slow us down.

Correct these run-on sentences. Use both ways of separating the ideas.

example: Her mother phones her every morning her sister calls every evening.

A. Her mother phones her every morning. Her dad calls every evening.

B. Her mother phones her every morning, and her dad calls every evening.

1. Sara wants to go for a drive this afternoon Betty wants to visit her cousins

A. _____

B. _____

2. Ann is a kind person her sister is

A. _____

B. _____

3. The little boy fell off the chair th

A. _____

B. _____

4. The old woman felt tired she wen

A. _____

B. _____

* Use a comma before these conjun
No comma is needed before these
Use a semi-colon only occasionally

Run-On Sentences

What is a sentence?

A sentence has a subject and predicate.

A sentence expresses a complete thought or idea.

Sometimes a writer strings sentences together by mistake. One subject–predicate comes right after another subject–predicate. The thought in one *runs* into the next thought. This kind of mistake is called **a run-on sentence.**

Anna goes for a walk every Sunday morning she likes to read in the afternoon.

subject predicate — a complete thought

subject predicate — a complete thought

Put a ✔ beside the sentences. Put an ✘ beside run-on sentences.

☐ 1. Sofia went shopping with her mother Tom drove the kids to school.

☐ 2. Sofia went shopping with her mother.

Series Title: Novels for Adult Learners
Titles: Crocodiles and Rivers, Frozen Tears, The Scowling Frog, The Buckle, Three Wise Men, The Mailbox
Authors: Don Sawyer, Kate Ferris
Publisher: Open Learning Agency, 1997
Available: Open Learning Agency, 4355 Mathissi Place, Burnaby, BC V5G 4S8 Phone: (604) 431-3210 or 1-800-663-1653 Fax: (604) 431-3381
Price: $9.95 each
Level: functional, independent
Reviewer: Jan Weiten

Novels for Adult Learners

This series is comprised of six engaging novels that are extremely accessible to learners at the fundamental English level. All of the novels are either set in British Columbia or have central characters who are from the province. The books are completely adult in content which, along with the approachable print size and use of white space, have made them a popular addition to classroom discussion. This review focuses on the four that were used the most by learners during the field testing. (A cautionary note: These books contain material that may be emotionally charged for some of the people in your class.)

The Scowling Frog, an adventure/romance story brushed with the supernatural, is set in the Queen Charlotte Islands, but its main characters are from the United States. The story centres on what happens when two men cut down an ancient totem pole and attempt to smuggle it out of the country to make money. The novel raises serious moral questions about appropriation and rightful ownership of cultural artifacts.

The Mailbox, a romance set in rural B.C., focuses on the inner struggle of a married woman who finds herself attracted to an empathetic stranger. Jim, a bush pilot, flies into Helen's life and highlights the loneliness she feels within her marriage to a self-centred artist. Helen's moral dilemma is one which adult learners can understand, write about and debate. As one of my students confided, "It happens like that. One of my friends had this problem, but she stayed with her husband."

The Buckle follows the fortunes and misfortunes of a bull rider, Luke, who is determined to win the championship buckle. Initially, Luke is not very likeable; he seems to be a hardened, bad-tempered bully who is prepared to go to any lengths to achieve his goal. However, by the end of the book, we learn a lot about why Luke is the way he is and see how it is possible for people to deal with their past and to make positive changes. Students who read this book found its portrayal of the effects of child abuse realistic: "It is right down to earth. It is like the real world...."

Frozen Tears is about Laura, a woman whose childhood is a nightmare of neglect and abuse, who grows to be strong and independent with the courage to save herself and her own daughter from an abusive relationship. This novel seems to be the one to which students are most obviously drawn. The copy in my classroom is already dog-eared and worn--a testament to its popularity. "I liked the lead character. She was strong through everything she went through. She stood up for herself, and she worked hard at everything she did."

Thanks to the authors for creating books for the adult learner that all of us can appreciate!

Sample Page

From *The Mailbox* by Kate Ferris. Reproduced by kind permission of the BC Ministry of Advanced Education, Training and Technology.

Rural Route

If a person's address includes the words "Rural Route," it usually means that they live in the country, along a country road. The road is often narrow, with many curves. The mail truck travels this route.

After the mail truck passes, the mailbox is sometimes stuffed full. On other days, when you go to open the mailbox, it's empty. Maybe you're early, and the mail truck hasn't come by yet. It's possible.

Or maybe there's a letter hiding at the very back of the box.

You bend down and peer into the darkness. You thrust in your hand. Your blind fingers search along the cool metal walls of the mailbox.

But there's nothing in there; nothing to change your day, change your life.

1

Silver Lake Bed & Breakfast
Rural Route #2
Greenwood, B.C.
April 4, 1988

To Jim Bass
White Wing Charters
Grand Forks, B.C.

Dear Mr. Bass,

My husband has asked me to write to you. He saw your ad in the newspaper. The ad said that you can fly people into the wilderness to hunt or fish. My husband William doesn't hunt or fish. He can't stand the sight of blood. But he would like you to fly him into the bush. He's an artist. He is working on a painting of a waterfall, and he needs to see a real waterfall.

We live on a lake, and I have paddled all around it in our canoe, and I haven't found a waterfall for him to paint. We moved here two years ago. No one else lives on the lake. We are quite alone. We run our house as a bed-and-breakfast.

Title:	Lost in the Barrens
Author:	Farley Mowat
Publisher:	McClelland & Stewart Incorporated, 1956, reprinted 1997
Available:	local bookstore
Price:	$6.99
ISBN:	0-7710-6681-3
Level:	independent
Reviewer:	Helen Thomas

Lost in the Barrens

Lost in the Barrens by Farley Mowat is an adventure story that keeps the reader involved from beginning to end. The exciting plot and the boys' creativity in problem solving were enjoyed by many students. Although some adults wondered at first if this was a book only for teenagers because of the age of the main characters, they soon realized that the story's appeal was for all ages.

It was also a book with a message. As one student commented, "I also think that both native and non-native people can enjoy this book because the story is about an Indian boy and a white boy who learn to live together." Another reader commented, "To me it is an education book for students that are into our native culture."

This novel is challenging for most fundamental students because it is fairly long, 244 pages, and has some complex vocabulary and unusual names. However, this could also be seen as a plus as it provided material for word analysis and vocabulary expansion.

Classes approached the novel in a variety of ways. In some programs, the teacher read the book to the class. This meant that students were able to concentrate on the story, rather than deal with the reading on their own.

In other programs, students read the book orally as a class project and alternated this with silent reading. One instructor who used this approach felt it was important that students met on a daily basis and had regular attendance because otherwise the length of the book would make the reading take too long. Other students read the novel as independent reading or worked on it with a tutor.

Interestingly, comments from the students varied greatly about how realistic they felt the novel was. One student said, "The only thing I disliked about this book is that some of the story seemed to be unrealistic, such as hunting so many deer and building a cabin with only a hatchet." While another said, "how they survived in the wild felt very realistic."

After reading this book, some students looked for other books by Farley Mowat, including the sequel, The Curse of the Viking Grave. For some learners, this book can act as a transition to longer more complex books. Most important of all, the general viewpoint seemed to be, "I really enjoyed reading this novel."

From *Lost in the Barrens* by Farley Mowat. Used by permission,
McClelland & Stewart, Inc *The Canadian Publishers.*

Sample Page

CHAPTER 12

River of the Frozen Lake

AT DAWN THE BOYS SCRAMBLED out of their deerskin robes. A light breeze rolled in over the plains from the northwest carrying with it a faint barnyard smell. Jamie sniffed the air curiously, wondering where the smell came from. He climbed a hill near camp and looked across the river. There were the great herds at last! They were moving south in a never-ending stream in long, twisting lines, each deer following the one ahead. Thirty or forty of these strings — some of them two miles long —

Title:	Listen to the Loon: An Intermediate Listening Program
Editors:	Joan Roberta White
Publisher:	Oxford University Press, 1997
Available:	Oxford University Press, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 or (416) 441-2941 Fax: 1-800-665-1771 or (416)441-0345
Price:	Student Book: $24.95, Teacher's Book: $20.00 Cassette: $24.95
ISBN:	Student Book: 0-19-541175-7 Teacher's Guide: 0-19-541255-9
Level:	all levels
Reviewer:	Evelyn Battell

Listen to the Loon: An Intermediate Listening Program

Listen to the Loon is a listening program. Each chapter features a taped talk of about 350 words, followed by comprehension, vocabulary and further exercises. Students enjoyed the talks about the rainforest, the loon, multicultural food festival in Manitoba, the tulips in Ottawa, the Bluenose in Nova Scotia, the Micmac and Beothuk in Newfoundland, etc. The topics clearly show the multicultural nature of Canada but feature very few women. In every field test we found that students enjoyed working through the exercises as a group.

In each chapter there is a vocabulary preview and a brief introduction to use before listening to the taped material. (The text of the taped material is in the teacher's book.) This is followed by a variety of comprehension and vocabulary exercises. Our field test sites found they replayed the material a number of times to complete these exercises.

There is real variety in the exercises. Comprehension exercises include cloze, unscrambling sentences, true and false, etc. Vocabulary exercises include compound words, antonyms and synonyms, word forms and idioms. One instructor used the idioms as writing starters.The occasional activity focuses on grammar in a way that is generally not useful for fundamental students, for example, exercises on pronoun relationships and the passive voice.

Each chapter also contains suggestions for writing, further research, interviews or field trips. There is an accompanying teacher's book which contains further ideas, resources and answers.

Beginning readers like a chance to listen rather than read. Most students enjoyed the opportunity to listen several times while searching for sentence completions, answers to comprehension questions and material for completing Listening Charts. The book is an excellent way to practice listening skills. Two instructors reported the need to wait while people wrote; writing and listening at the same time was too difficult.

Every page in the student book has colour and a chart, diagram or photograph. The print size is good with lots of white space and simple instructions. Every instructor reported that students enjoyed writing in the student books.

From *Listen to the Loon: An Intermediate Listening Program* written by Joan Roberta White.
Reproduced by kind permission of Oxford University Press.

Sample Page

LISTENING TO THE TALK

You will hear a talk about the temperate rain forests of British Columbia. It will explain why Canada has rain forests and where in the province you can see them.

The first time you hear the tape, just listen for the main ideas. As you listen for a second time, make notes using this chart. Fill in the correct number in the right-hand column.

Listening Chart: Canada's Rain Forests

Fact	Number
Height of big trees in most parts of the world	
Height of tall trees in tropical rain forests of South America	
Height of trees in Canada's rain forests	
Years that loggers destroyed a lot of trees on the west coast	
Age of some trees in Stanley Park in Vancouver	
Age of some trees in Cathedral Grove Park on Vancouver Island	
Number of years ago that fire destroyed much of the rain forest on Vancouver Island	

COMPREHENSION

After listening to the talk on the tape and filling in your listening chart, do the following exercise. Listen as many times as necessary to find the answers.

Split Sentences

The beginnings and endings of sentences are printed on the next page. Find the correct ending for each sentence beginning. Write the end of the sentence in the blank.

Series:	Straight Forward Math Series
Titles:	Addition, Subtraction, Multiplication, Division, Mastery Tests, Fractions, Advanced Fractions, Advanced Decimals, Pre-Algebra Book 1 and Book 2
Author:	S. Harold Collins
Publisher:	Garlic Press
Available:	Monarch Books, 5000 Dufferin Street, Unit K, Downsview, Ontario M3H 5T5 Phone: (541) 345-0063 Fax: (541) 683-8767
Price:	$4.95 each
Level:	all
Reviewer:	Kim Isles and Helen Thomas

Straight Forward Math Series

This series would be a great complement to any fundamental or intermediate level math courses. It is broken down into very specific topics and skills, ranging from basic facts to calculus and trigonometry. For this review, we are focusing on basic facts in whole numbers, fractions and pre-algebra.

The layout of each book is simple and user-friendly, offering a table of contents, clear directions for each exercise and lots of space around each question. The pages are plain and, therefore, not directed at any particular age group. This is a bonus for ABE instructors who are always looking for supplemental material that is suitable in both skill level and appearance.

The first books for addition, subtraction, multiplication and division are practice sheets and assessments for basic facts. One instructor wrote, "I happened to have a number of students this year who were very weak in basic number facts. As a result, I used the four whole numbers books a great deal for practise. Because limited reproduction permission is given in each book, I think these become very valuable instructor resources."

Another instructor states, "Fractions is particularly effective as it is almost entirely pictorial and bridges the gap for those students who are not abstract learners. I would, however, like to see more information on place value and a book on percents, as it relates to fractions and decimals."

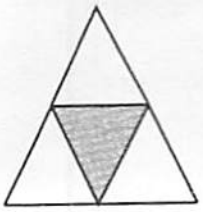
Pre-Algebra Book 1 includes sections on *Factors*, *Divisibility*, *Prime and Composite Numbers*, *Exponents and Powers*, *Greatest Common Factors*, *Least Common Multiples* and *Ratios, Proportions and Percents*. Book 2 includes *Variables*, *Integers* and *Rational Numbers*.

The assessment tests and scoring arrangement, which accompany each book, enable instructors to accurately determine for the student the areas requiring further attention. The progressive nature of the series allows students to practice a particular skill by working through the exercises, review the section using the review sheets and then follow up by taking the final assessment test.

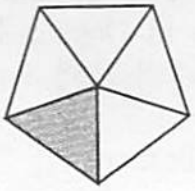
Reprinted from *Fractions* by S. Harold Collins.
Reproduced by kind permission of Garlic Press.

Sample Page

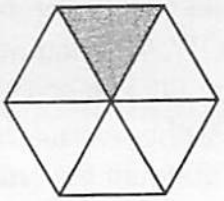
How much is shaded? Circle the fraction.



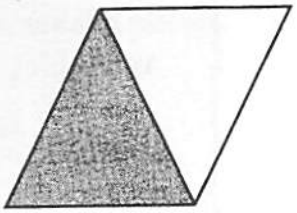
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



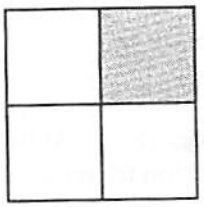
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



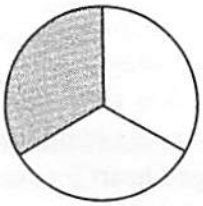
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



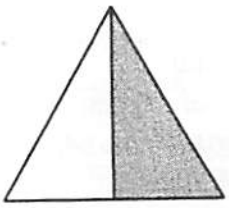
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



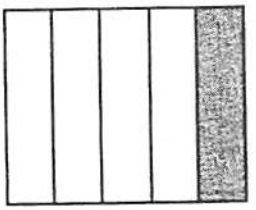
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



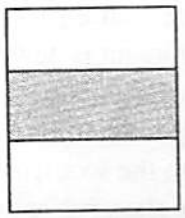
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



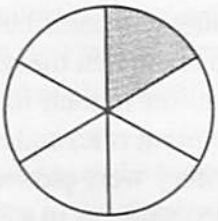
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



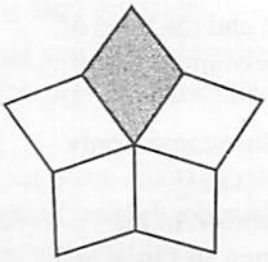
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



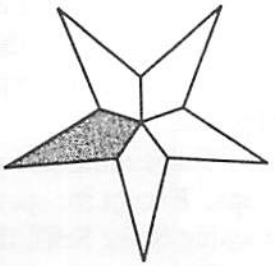
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



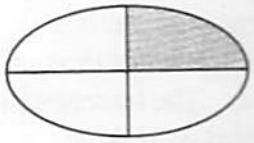
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



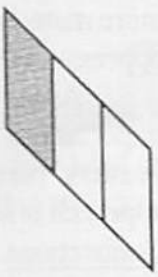
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



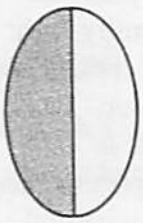
$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$



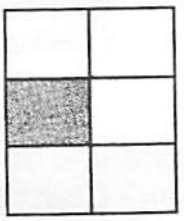
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$

Title:	Making Connections: Literacy and EAL Curriculum from a Feminist Perspective
Editor:	Kate Nonesuch
Publisher:	Canadian Congress for Learning Opportunities for Women, 1996
Available:	CCLOW, 47 Main Street, Toronto, Ontario M4E 2V6 Phone: (416) 699-1909, 1-800-858-7558 Fax: (416) 699-2145
Price:	$24.95 plus tax and shipping; 10% discount for orders of 10 or more
ISBN:	0-921283-18-0
Level:	instructors, tutors
Reviewer:	Arlene Wells

Making Connections

Making Connections, a clear and practical guide for addressing issues of women learners, was created by a diverse group of Canadian women in literacy, EAL/ESL and women's learning. As the *Introduction* explains, a feminist curriculum "does not tell women what to think, how to live or what to do," but instead, makes space for women's experience and invites learners "to make connections between their lives and the lives of others, and to think about issues of invisibility and power."

These materials are not for women-only groups. Except for specific topics (e.g. Choosing Safer Sex), they are meant to be used with mixed groups of women and men or in one-to-one work. Chapter themes include: *Daily Lives*, *Self Esteem and Literacy*, *Cultural Awareness*, *Gender Roles*, *Women and Work*, and *Canadian Women's Music, Poetry and History (Herstory)*. Each chapter provides topics that women learners can identify with: family life, emotions, occupational choices, and experiences of violence. The chapter, *Responding to Disclosures of Abuse in Women's Lives*, shows how to support women when returning to learning opens up painful childhood and school memories.

The following features make the resource easy to use:

- detailed descriptions of learning activities and teaching suggestions
- anecdotes from field tests
- copy-ready handouts of readings and exercises
- "jagged heart" icons draw attention to material which may trigger strong and/or painful emotions and suggest sensitive ways to present it
- the accompanying cassette of songs
- helpful chapter resource lists and bibliography

Aboriginal learners at Heiltsuk College appreciated the inclusion of stories that highlighted contributions of First Nations. They also noted that the notion of feminism is new to them, for in their history everyone had an important role, and all knowledge, rights and territory were passed on through the women. When students in a *Role Models* class typically identified elders and grandparents rather than TV celebrities as people they admired, the instructor had to examine how her expectations may have influenced her delivery of the material. Another instructor would have liked more material addressing triggers of racism and oppression in the poetry unit.

As these comments indicate, it is important to adapt these materials to your learners' particular needs. The learner-centred approach is an integral part of Making Connections. Because it provides ways and means for bringing women into that centre, it is an important and innovative resource for Canadian literacy.

From *Making Connections: Literacy and EAL Curriculum from a Feminist Perspective.* This page written by Anne Moore and the Women's Group of Action Read amd illustrated by Moon Joyce. Reproduced with kind permission of The Canadian Congress for Learning Opportunities for Women.

Sample Page

Herstory or History?

Think of a time in the past. Try to imagine how women and men may have seen things differently. Draw a cartoon called Herstory and draw another one called History. Show the different ways the man and the woman saw things. Write their thoughts or what they say above each character:

- Show how a man on Columbus's ship and a First Nations woman in America might think differently about Columbus coming to America.
- Show what a pioneer woman and man might be thinking when she finds out she is pregnant for the fourth time.
- Show what men and women may have thought when women got the vote.

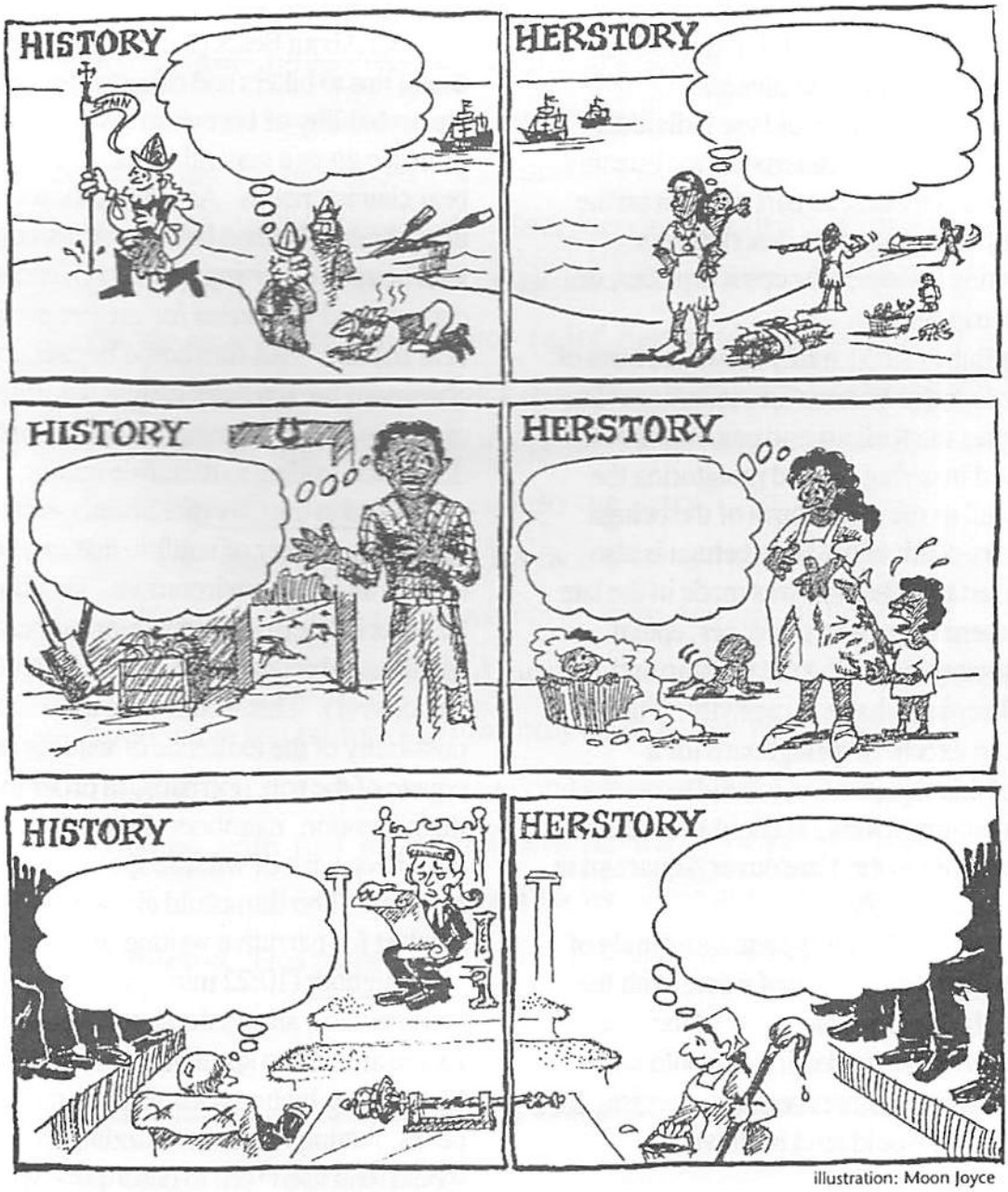


illustration: Moon Joyce

Title:	Animals, Animals, Animals
Films:	*Beluga Baby, Wolf Pack, All About Bears, Wild in the City, Bighorn*
Producer:	National Film Board of Canada
Available:	National Film Board of Canada, Sales & Customer Services, D-10 PO Box 6100, Station Centre-ville, Montreal, QC H3C 3H5 Phone: Toll Free 1-800-267-7710 Fax: 514-283-7564
Price:	$39.95 (includes all five films on one videocassette)
Level:	all
Reviewer:	Jan Weiten

Animals, Animals, Animals

This video compilation of five short films depicts a variety of animals in diverse environments. Instructors could use individual films in many ways in the classroom: for listening comprehension activities, as part of a unit on the environment, as a catalyst for descriptive or narrative writing, as topics for opinion pieces, or as a pre-field trip activity.

Beluga Baby (12:51 min.) shows the birth of a beluga whale in the Vancouver Aquarium. The film documents the feelings and perceptions of those involved in caring for and monitoring the whales, as well as the actual birth of the beluga. The premature death of the baby beluga is also briefly referred to. The film was made in the late 1970's and there have been many perceptual changes in society regarding the wisdom and morality of keeping whales in captivity. This film could make an excellent springboard for a discussion of this topic and could lead to research projects or opinion writing. It could also be used to introduce a class to the Vancouver Aquarium in preparation for a field trip.

Wolf Pack (19:58 min.) portrays a family of wolves throughout the course of a year with the emphasis on the birth and first year of the wolf pups. This film is rich in detail and would work well with a listening comprehension exercise. In addition, this film would lend itself well to summary writing.

All About Bears (11:58 min.) provides useful tips to hikers and campers for minimizing the probability of encounters with bears. This film also gives a general, brief description of bear characteristics. As well, it shows inappropriate human behavior in association with bears (i.e.: giving bears food, encouraging contact) and advocates for greater protection of bear habitat. This film could be used in the classroom for activities such as summary or opinion writing, listening for details, and discussion leading to narrative writing.

Wild in the City (6:12 min.) shows the incredible variety of wildlife that can be found even in an urban environment. This film would be especially effective if presented before a field trip to an urban park (i.e.: Stanley Park in Vancouver). This would raise awareness of the possibility of the existence of wildlife during the course of the trip. Perhaps, in order to focus their attention, members of the group could even keep a list of wildlife spotted during the field trip. The film could also be used as a catalyst for narrative writing or research.

Bighorn (10:22 min.), which has no commentary, allows the shots of these sure-footed animals to speak for themselves. In this film, we see bighorns leaping about mountain peaks, butting heads and nuzzling their young. It would lend itself well to descriptive writing.

The Bulletin's Board

Doing It For Ourselves: A Collection of Resource Tools For Volunteer Tutor Program Coordination

This is a wonderful resource that has been prepared by Mary Thompson Boyd and Paula Davies for BC Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat. This book is divided into nine sections: *Shaping Our Programs: Volunteer Tutor Program Coordination; Literacy For What? Definitions of Literacy; Learning About Learning: Adults and Literacy; Making Meaning: Learning and Teaching Communication; Everything is Possible: Assessment; VALT's Whole Language Approach to Teaching and Learning Literacy; Multi-Sensory Approach to Literacy; Practice Makes Practice: Tutor Training;* and *What Have We Learned? Program Evaluation.* For further information contact: Literacy BC, Suite 622 - 510 West Hastings Street, Vancouver, BC, V6B 1L8, Phone: 1-800-663-1293 toll free in BC or fax (604) 684-8520.

Vocabulary Boosters: Reproducible Worksheets for Language Enrichment

Vocabulary Boosters (Level 1 ISBN: 0-8224-7280-5, Level 2 ISBN: 0-8224-7281-3) by Nancy Gill are useful resources for instructors and students. This two book series from Fearon Teacher Aids provide worksheets that help students learn new words through context clues, use of a dictionary, study of classical roots, exercises involving parts of speech, use of a thesaurus, and practice with analogies. They cost $13.00 each. They are available through Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC, V5H 2G2, Phone: Phone: Toll Free 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955.

Power English: Basic Language Skills for Adults

The ten books in this series, written by Dorothy Rubin, are clear, without being childish, and thorough, without being overwhelming. Each of the eight instructional workbooks focuses on grammar and usage, sentence structure, letter writing, punctuation and spelling, so there are graduated levels of difficulty, immediate feedback and overlearning. Each has a chapter review, a post-test, progress charts and a perforated answer key. There is also a book of locator tests and a book of review material. They are available through Prentice Hall Ginn Canada, 539 Collier-MacMillan Drive, Cambridge, ON, N1R 5W9, Phone: Toll Free 1-800-361-6128 Fax: 1-800-563-9196. Each book is $12.35.

Literacy Materials Bulletin Copyright

Copyright for the *Literacy Materials Bulletin* is held by the Province of British Columbia, Ministry of Advanced Education, Training and Technology. Copyright for the Sample Pages is held by the individual publishers. No part of any *Bulletin* can be reproduced without the express permission of the copyright holders.

Circulating Materials - Mailing List - Permanent Collection

The Literacy Materials Bulletin is distributed free to the literacy community of British Columbia or for a yearly fee of $15 to out-of-province subscribers. Materials reviewed in the Bulletin are available on loan for one month. Contact Literacy BC Suite 622 - 510 West Hastings Street, Vancouver, BC, V6B 1L8, Phone: 1-800-663-1293 toll free in BC or fax (604) 684-8520.

- to be added to the Literacy Materials Bulletin mailing list
- to order back copies of Bulletins 1-16
- to drop-in and see the Literacy Materials Bulletin permanent collection
- to borrow any of the materials reviewed in Bulletins 1-17

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach a copy of one page and table of contents.

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Evelyn Battell
Malaspina University-College
RR6 222 Cowichan Way
Duncan, BC V9L 4T8

The Literacy Materials Bulletin received funding for 1997-98 from the National Literacy Secretariat: Human Resources Development Canada and the BC Ministry of Advanced Education, Training and Technology